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ABSTRACT

An honors lecture has been given each year since 1973 by a person chosen by the Secondary Education Division members of the Association for Education in Journalism and Mass Communication (AEJMC). Several lecturers have provided insights into each decade of scholastic journalism and its relationship to society. Lecturers have discussed four major points as current problems: recruitment of dedicated students, help and support for advisers, language skills, and the need for research in scholastic journalism. Conclusions drawn from advice given by the lecturers and analysis made of their suggestions indicate that Division members: (1) took the lead in preparing teachers of journalism who achieved much during the past 25 years; (2) wrote extensively in various publications about scholastic journalism; (3) remained on the cutting edges of computer instruction and graphic design principles and practices; (4) developed a stronger relationship with other divisions of AEJMC; (5) led the fight for teacher accreditation; (6) improved activities at summer workshops; and (7) studied ways to improve communication skills in word usage, sentence structure, and facts. (Sixteen references are attached.) (RS)

A Twenty-five Year Slice of the Secondary Education Division's Historical Pie

by

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AEJMC Secondary Education Division

Honor Lecturers

1973 Lester G. Benz, University of Iowa

1974 DeWitt C. Reddick, University of Texas at Austin

1975 Earl F. English, University of Missouri

1976 Paul S. Swensson, American Press Institute, Newspaper Fund

1977 Gretchen H. Kemp, Indiana University

1978 Reid H. Montgomery, University of South Carolina

1979 Max R. Haddick, University of Texas at Austin

1980 Louis E. Ingelhart, Ball State University

1981 Robert Knight, University of Missouri

1982 Arthur M. Sanderson, University of South Florida

1983 Albert T. Scroggins, University of South Carolina

1984 Robert Tottingham, University of Wisconsin at Madison

1985 Regis L. Boyle, University of Maryland

1986 Mary Benedict, Indiana University

1987 Dorothy McPhillips, president of Journalism Education Association

1988 James F. Paschal, University of Oklahoma

1989 W. Manion Rice, Southern Illinois University

1990 Jackie Engel, University of Kansas

1991 John M. Butler, Louisiana State University

A Twenty-five Year Slice of the Secondary Education Division's Historical Pie

An Honors Lecture has been given each year since 1973 by a person chosen by the Secondary Education Division members of the Association for Education in Journalism and Mass Communication. The honor is intended to recognize superior achievement in scholastic journalism by division members.

Dr. Al Scroggins, University of South Carolina, in his lecture in 1983, told a story written in the classic book, *Public Opinion*, by Walter Lippmann. "There is an island in the ocean where, in 1914, several Englishmen, Frenchmen, and Germans lived. No cable reached the island, and the British mail steamer came once every 60 days. The islanders assembled to await the arrival of the steamer and talked about a trial to which they did not yet know the verdict. When the steamer came in, they learned that those who were English and French had been fighting for six weeks in behalf of the sanctity of treaties against those who were Germans. They had been acting as friends when in fact they were enemies."

Scroggins made two points: (1) things are perceived differently from different points of view and, (2) one person or a small group can make a difference.

The "small group," the Secondary Education Division, has completed 25 years as a recognized division in AEJMC. During his term as division head in 1972-1973, Manion Rice, Southern Illinois University, suggested an honors lecture as a way to give some recognition for the fine work done by division members (Rice, 1989). He asked Lester Benz, executive director of Quill and Scroll, to give the first lecture and, in 1989, Rice was invited to share his thoughts. Apparently the idea was adopted from a similar lecture given by one committee now merged with another in AEJMC.

This paper was written to obtain the historical perspectives of those the Division has chosen to honor. They now represent, as Dr. Rice has suggested, three generations of "college journalism people who help high school journalism" (1989). First, the historical perspectives of the lecturers will be presented, and then, four historically recurring scholastic journalism problems and possible solutions mentioned by several lecturers will be discussed. Finally, some conclusions will be drawn from advice given by the lecturers and analysis made of their suggestions.

Scroggins continued to make one more point in his introduction, "Perhaps what we should do is seize the moment. Perhaps what we should accept is that at any point in time, when we think of new initiatives, we have to recognize the fact that we must start where we are, not where we'd like to be. And having evaluated where we are, and having determined where we want to be, then with a single-minded purpose we can press ahead" (1983).

HISTORICAL PERSPECTIVE

The beginning of scholastic journalism and press associations was examined through the lecture made by James Paschal (1988) who, at the time, was writing the biography of Joseph M. Murphy, long time executive director of the Columbia Scholastic Press Association. Paschal's lecture outlined the numerous contributions to the school press field made by Murphy. The contributions included the founding of CSPA in 1924, the founding of the *School Press Review* in 1925, and the establishment of the Columbia Scholastic Press Advisers Association and renowned Gold Key Awards.

Paschal, University of Oklahoma, noted Murphy's description of the 1920s finding that numerous school press associations such as CSPA, Quill and Scroll, and the National Scholastic Press Association (NSPA) came into being during the decade. He quoted Murphy, "Men and women of this period faced a rising tide of student interest in student publications but, without texts or precedents, there was a need for advice and encouragement which only the press associations with kindred spirits could convey" (Paschal, 1988).

He continued the description telling about the founding of a League of School Publications in Plymouth County, Massachusetts in 1920 by a teacher faced with the problem of founding a student magazine but who had never seen a student publication. Paschal quoting Murphy said, "Inquiry in neighboring schools indicated other teachers were in the same situation so the League was started. As students are always a part

of a school and its related activities, and as they and the publications Adviser had much to learn, they were included in the meetings. At that time it was not known whether any such organization existed so the rule of common sense as to appropriate action was applied and proved to be effective. Doubtless, other local associations started under similar circumstances" (Paschal, 1988).

When CSPA was founded, Paschal said Murphy designated these aims: "To make good writing the basis of successful publications work, to maintain the school press as an instrument published by the students, for the students, and containing news of student activities, to consider it always as a means in the educational development of youth and not as an end in itself, to conduct contests only to stimulate greater efforts on the part of students and Advisers to better their publications, and to play the game for the fun of the game."

Murphy was into his tenth year of retirement when he presented a plaque in 1977 to the William Penn Charter School in Philadelphia on the occasion marking the 200th anniversary of the publication of *The Student Gazette*, America's first student newspaper. Samuel Mickle Fox, then 14, established a weekly newspaper and published some 60 issues. In his ceremonial remarks, Murphy said, "Fox employed every facet and ploy which modern journalism advocates for the attraction and entertainment of readers and subscribers yet there were few newspapers and no schools of journalism to which he could turn for counsel and advice" (Paschal, 1988).

The first honors lecturer, Lester Benz, was the publisher of a county-seat newspaper in north central Iowa when he began to notice how very poorly trained and ineffective most high school publications advisers really were (Benz, 1973). He said he became more and more convinced that scholastic journalism was sadly in need of repair and was one area of secondary education that had been neglected for too long. He and other publishers developed "a plan to serve the needs of high school journalism" in Iowa in the early 1950s.

Benz, University of Iowa, said he had been involved in secondary school journalism in AEJ since 1954. But he said the secondary education committee really came to life in 1959 when Gretchen Kemp, Indiana University, became chairman and delivered the first definitive statement concerning the role of the professional school of journalism in secondary school education. The report was presented in three parts: the first part dealt with the activities of schools and departments of journalism in the area of high school journalism, the second part reviewed secondary school journalism education and teacher preparation, and the third part included detailed recommendations and suggestions. Her report set the pattern which Benz said was followed by chairmen to the time of his lecture in 1973. He served as secondary education committee chairman in 1963.

In 1964, Benz saw reason for optimism concerning the progress of scholastic journalism. He credited much of the progress to an increased interest and stepped up activity taken by schools and departments of journalism to improve journalism in high schools. Also in 1964, came

the reorganization of AEJ to include provision for interest groups to be established with divisional status. The requirements for divisional status were met when a petition signed by 30 regular AEJ members signified their intention to join the division and with payment of a $50 application fee.

On March 18, 1965, Benz presented the petition containing 80 signed statements of intent to join the new division. The $50 application fee was provided by Quill and Scroll Foundation. The statement of the planned program for the new division was prepared by Jack Field of Michigan and included the familiar teaching, research, and public service aspects. Thus the Secondary Education Division officially came into being at the AEJ convention in Syracuse on August 23, 1965. Jack Backer of Kansas State was elected the first division head. During the first decade of the division's existence, the emphasis was on raising the standards of preparation and certification of high school journalism teachers.

Dr. Robert Knight, University of Missouri, said that scholastic journalism could be considered to have come "of age" meaning that it could stand on its own and meet its responsibilities (1981). He called the 1970s the "Golden Age" of scholastic journalism because, during that time, school newspapers and yearbooks went outside the school grounds to probe into problems that concerned young people. He said journalism programs were vigorous, infused with excitement and sometimes controversy, and student journalists were itching to help the world. The *Tinker* decision (*Tinker v. Des Moines*, 1969) had given publications

new freedom and administrators came to have a new respect for scholastic journalism even if it came grudgingly. Yearbooks became real journalistic products; journalism was something to get excited about and costs, while worrisome, were not yet a threat to survival. Most importantly, a professional journalism teacher/adviser developed who was fiercely determined to stick with the field (Knight, 1981).

Influence on what occurred in the 1970s could be traced directly to two major outside sources according to Knight. These sources were the Newspaper Fund, Inc. and the Robert F. Kennedy Memorial. The Newspaper Fund, also recognized by Benz in the first lecture, was responsible, at that time, for training over 6100 teachers to be advisers, for naming the best teachers for national awards, and for training over 2400 minority high school students in Urban Journalism Workshops (Knight, 1981).

The Robert F. Kennedy Memorial provided money for the study in 1973-1974 by the Commission of Inquiry into High School Journalism. Its findings were summarized in the book, *Captive Voices*, which put a national spotlight on problems of censorship in the high school press and on the lack of minority participation in scholastic journalism. It faulted both the established press and the national groups in scholastic journalism for not doing more to help solve these problems. It also created some healthy dialogue (Knight, 1981). Of major importance nationally was the funding given to establish the Student Press Law Center in 1974.

Jackie Engel, University of Kansas, traced the teaching of high school journalism as a subject in the school curriculum back to New England in the very late 19th century. School newspapers appeared before the Civil War and continued to increase until a peak was reached in the 1920s. NSPA's criteria for awards in the 1920s were based on how well the school newspaper sold the proper image of the school to parents and students alike. Engel (1990) quoted a pamphlet which claimed the first known class in high school journalism to have started in Salina, Kansas, in 1912.

Several lecturers have shown insights to each decade of scholastic journalism and its relationship to society. Scholastic journalism responded to the events going on in the world around it. Yet through the years, the lecturers have four four major points to discuss as current problems. The four continuing problems named revolve around lecture statements about recruitment, advisers, language skills, and research.

And where did Scroggins, in his evaluation, say that the Secondary Education Division is? He said, "We are at the end of the beginning of our significant, if not noble, task" (1983).

RECURRING THEMES

The lecturers identified several problems that needed the immediate or long-range attention of the Division. While some lectures were entertaining, others focused on current problems and gave possible solutions. Current discussions, however, most often revolved around the themes of the recruitment of students, the demand for qualified advisers, the need to teach language skills, and the continuing need for significant scholarly research. The context for the discussions centered on the role of the schools of journalism in supporting scholastic journalism.

Help and Support for the Adviser

Benz (1973) said the major emphasis of the Division's first decade was on raising the standards of preparation and certification of high school journalism teachers. Teacher training and summer workshops were credited with improving the situation throughout the country. He believed that even more could be done if efforts were made to consolidate the efforts of the adviser groups and press associations (Benz, 1973).

One of the most important objectives for the Secondary Education Division, as Benz saw it, was to expand its program to give more emphasis to increasing demand for trained journalism teachers. He suggested that more consideration be given to developing prestige for

scholastic journalism thereby increasing the demand for qualified teachers (Benz, 1973). He suggested the prestige of the high school journalism program depended in large part on the understanding and support of the school administration and the backing of the professional journalist.

In 1974, DeWitt Reddick, University of Texas, asked the Division to consider to what extent the quality of high school journalism is a direct reflection of leadership or lack of leadership exercised by the departments of journalism. Since the quality of instruction is a direct reflection of the qualifications of the teacher, he suggested that requirements for certification be examined and applied or changed. College faculty are uniquely situated to help with certification since the university often prescribes requirements for certification subject to state department of education approval (Reddick, 1974).

Adviser turnover was a much discussed problem. In 1980, Louis Ingelhart, Ball State University, said the achievements of an adviser could be realized best if one year of advising could be spent getting colleagues to love and respect the teacher, a second year could be utilized in helping students to produce well their publications within the limitations of the existing program, and a third year could be spent in expanding the dimensions of the program toward excellence.

Knight (1981) worried about losing the fine skills gained by student journalists in the 1970s. However, the key to keeping those skills sharp, he agreed, was the adviser. He quoted from the *Guidelines*

for Effective Student Publications and Journalism Instructional Programs which the Secondary Education Division produced in 1972:

> "Integral to this new approach is a highly qualified adviser, knowledgeable about journalism in every way who can teach students both technical and ethical concepts.
>
> "Simply stated, the approach is this: When enough good students learn enough about the best kind of journalism in well-taught classes, they will view their newspaper as a high-calling and produce a publication that will be an effective student communication media that the school will be proud of and find to be a constructive part of the lives of all its students.
>
> "When school patrons read such a school paper they come to admire the intelligence of the students and realize how effective the total teaching program and the faculty really are.
>
> "Developing such a newspaper is a thrilling challenge for a school, requiring administrative patience and skillful teaching."

Knight was convinced that the 1980s was to be the decade of the veteran adviser. Advisers would be taking on leadership roles as individuals and in groups. However, they might also face burnout or problems with their families as a result of long hours spent with journalism (Knight, 1981).

In 1985, Dr. Regis Boyle, University of Maryland, labeled the adviser as the key to the quality of the publication, the one who sets

the attitudes, goals, and challenges. An adviser must regenerate his own enthusiasm and motivation and must make publications work fun for the students. Enthusiasm and caring were necessary themes most mentioned by advisers she surveyed (Boyle, 1985).

Rice discussed concerns about adviser certification from a different viewpoint than that of other lecturers. He said if certification requirements were pushed in Illinois, a check showed 9 of 10 of Southern Illinois' best advisers would be lost. And, if the administrators were unable to find a qualified adviser, it would allow them to cancel the publication for lack of a certified teacher (1989). So, while supporting stricter certification, he asked that a grandmother clause be included.

Engel (1990) called the turnover of advisers horrendous. Deadlines go unmet because of untrained new advisers. That is not what we need to teach our students, she said.

The honors lecturers have indicated much concern for support and training of the advisers. Advisers have been called the key or the keystone to the entire publications program. The lecturers suggested that, to be successful, the advisers need help in areas ranging from renewed enthusiasm to knowledge of communications law. Advisers need the involvement of the professional press, college journalism educators, and their own professional education groups.

Recruitment

From the very first lecture, the need for the development of prestige for journalism programs and advisers has been emphasized. "One of the major obstacles that we have faced for years and which continues to plague us today is the lack of prestige commanded by the whole secondary school journalism program," Benz said. "Being thus considered as a more or less clandestine activity, journalism and school publications likewise have enjoyed little prestige among the students" (1973).

One way to develop prestige is to recruit dedicated students, quality advisers, and knowledgeable professional journalists. That, Rice said, is a major problem since there are few students who have the time or who will take the time to produce a quality newspaper or yearbook (1989). Today's students are busier than ever.

Knight (1981) pointed to the value of recruiting college journalism students through activities with scholastic journalism. But the problem then, as now, is budgetary cutbacks and the fear that time spent with scholastic journalism may be needed for duties more pressing to university journalism departments. So he made suggestions about what universities might do and several of these concerned recruitment at different levels.

Knight's suggestions included recruiting veteran high school teachers who could provide leadership and who would welcome challenges such as directing seminars and workshops. Prospective journalism

teachers could be identified and nurtured while still in college to get the necessary training at that time. Working with school administrators and their groups would be a good way to get the journalism message across (Knight, 1981).

Scroggins (1983) urged recruitment of students who are articulate, literate, and independent thinkers. The students should come from the leaders of high school publications and should be those who win the awards given at the numerous conventions and workshops held every year. Journalism loses these students because not enough emphasis is put on recruitment and, without financial aid and personal attention, they fade away only to re-emerge in other professions, he said (Scroggins, 1983).

Scroggins added that enthusiastic advisers must be identified and brought into collegiate journalism programs. They must be provided with the skills and academic backgrounds needed to keep scholastic programs going and improve them (Scroggins, 1983).

Boyle (1985) discussed recruitment as a way to combat the curtailing or elimination of journalism courses in the high school curriculum because of funding and competition from the increasing number of traditional academic courses required for graduation. With the number of high school graduates declining, administrators in college journalism must cultivate their resource in recruitment, the high school adviser, she said (Boyle, 1985).

Lecturers have said that the professional press could have been more help in telling the story of high school journalism. Benz (1973) suggested newspapermen are willing to help in the struggle to expand

scholastic journalism if they are told how to help. Dorothy McPhillips, Journalism Education Association president, was concerned about the lack of support for secondary journalism from the professional press. She pointed to numerous stories and sections about education and related organizations and foundations that appeared in the professional media, but could find nothing written about high school journalism. If the professional press wrote articles about the role of scholastic journalism, and the rights and responsibilities of the scholastic press, they would also be informing the public of their own story, she said (McPhillips, 1987).

Another area of recruitment is the need for more skilled press association directors. McPhillips talked about this problem in her lecture. Rice illustrated the problem when he said that his failure to find and push for a successor was the major reason his faculty voted a month after his retirement to drop the high school press program (Rice, 1989).

Recruitment at all levels is important. Advisers are still the key to both prestige and recruitment. Once the students have been recruited, several lecturers turned to a discussion of what to teach them. Language skills was most often mentioned and two lecturers, English (1975) and Sanderson (1982) devoted their entire speeches to this topic.

Language Skills

Another subject that appeared frequently in the lectures concerned what to teach students of journalism. At the college level, Reddick urged recognition of secondary school journalism in the enlarging scope of journalism instruction. "These units of journalism instruction at various levels lie apart like separated joints of a pipe intended to convey a continuous flow but never geared to accomplish that purpose," he said (Reddick, 1974).

In an effort to protect the quality of its own domain, schools of journalism have tended blandly to ignore the lower levels and to propel all entering students through beginning courses as though none had been exposed to prior instruction, Reddick continued. Journalism is a shared responsibility and wherever taught should be taught well or those in both journalism education and professional journalism will suffer. Systems should be devised to take advantage of the valid learning experiences of secondary school students who have prior journalism instruction (Reddick, 1974).

Reddick shared responses he had obtained from deans of departments of journalism from 13 accredited schools. Not much consideration had been given to the question of acknowledgement of prior exposure to journalism, although there seemed to be a growing feeling that something should be done. Indeed there were strong doubts about the level of journalism attainment that could be achieved through secondary school

journalism courses. He quoted one dean who wrote, "There is no such thing as high school journalism" (Reddick, 1974).

In his summary, Reddick called for the Division to create effective ways of gearing together the accumulation of journalism instruction which the student brings with him to college and the beginning courses he must take in college. From the Division, he requested a critical examination of the requirements for certification and asked for recommendations of changes to strengthen the teacher's qualifications (Reddick, 1974).

Earl English, University of Missouri-Columbia, used his work in general semantics to encourage the student journalist to look for basic processes in nature for entities and relationships such as life facts rather than to labels, verbal proofs, and dictionary definitions (1975). Students should learn to distinguish fact from phoney by asking "What do you mean?" thus establishing clarity. Asking sources "How do you know?" checks on validity. Finally, integration of what we know with the new facts occurs when the questions are asked, "What then? What difference does it make?" In addition to well-established basic journalism, he said priority should be given to the content of mass media messages and to its long term effect on the public (English, 1975).

In his look at the scholastic press, Montgomery discussed the need to teach good writing. He recalled a story taken from the Maryland legislature where one senator said to another, "Senator, I am going to answer that in two words. And those two words are Im Possible." In

another exchange, one legislator said to another, "Let's not beat a dead horse to death" (Montgomery, 1978).

Haddick, University of Texas-Austin, acknowledged the confusion of many professors and advisers concerning what to teach. He agreed there are no easy answers to the problems but said, "The wonderful skills of communication, including the basic rules of our great language must be taught." "In every human crisis, we have been blessed with skilled wordmasters who could lead the way to safety. All the difficulties have been survived because the masses of people heard great word masters present the problems and the possible solutions in stirring and sensible words," he continued (Haddick, 1979).

Sanderson, University of South Florida, discussed the lack of clear communication, the growing number of functional illiterates, and the number of publishers who are simplifying their texts so students can understand the material (1982). He quoted a statement from the Alfred P. Sloan Foundation report *Courses for Action*: "One might toy with the notion of looking for assistance from schools of journalism, but that is not an encouraging prospect, since these schools themselves do not appear to house much vitality."

AEJMC recognized the problem and formed an ad hoc committee of Language Skills which recommended that "developing adequate skill with language should be a major goal of the educational process at all levels, but especially elementary and secondary schools." Sanderson urged that students be given, not only an incentive to write well, but also gain some prestige through writing (Sanderson, 1982).

Many Division members have argued that secondary journalism courses would be worthwhile for the college bound student. McPhillips quoted several authorities who recognized the value of journalism for writing including the National Council for Teachers of English which wrote a resolution supporting journalism courses "which focus on the collecting, the writing and editing or interpretation and evaluation of news and information" thus affirming the concurrent skills in journalism and English (McPhillips, 1987). Many had also hoped that a nationally recognized advanced placement course in journalism could be adopted.

Rice (1989), through participation at workshops, noticed that students today are less capable with the language. Humor can no longer be based on words because it goes right by them, he said. "Once you got a laugh telling of the school newspaper ad that had the line: 'evening gowns cut ridiculously low.' Now you have to show a picture," he added.

Lecturers offered timely solutions to problems they discussed. One need that was mentioned by several lecturers, which could also be a solution, was for more scholarly research. Additional research is needed to prove theories such as the usefulness of scholastic journalism in the improvement of language skills. Other lecturers said research could also raise prestige for educators involved in scholastic journalism.

The Need for Research in Scholastic Journalism

Three of the last four lecturers have stressed the need for more research in scholastic journalism. Reddick was the first lecturer to indicate the need when he discussed his own research and said that more study was needed on several points. Others suggested that committees be formed on important topics to study and to make recommendations to the Division.

Montgomery, University of South Carolina, compared issues in the scholastic press to those in the professional press. He said there is a need for quantitative research particularly concerning reader interest. His own research showed that student editors are primarily leaders in high school, that scholastic journalists spell and write better than those who take only English, and that the frequency of publication of high school newspapers was declining (Montgomery, 1978).

Knight asked for support to continue research in scholastic journalism (1981). Specifically, the history of scholastic journalism needs to be researched, he said. "Teachers and students alike need to understand their roots. They need to know the paths that have been traveled and the problems that have not yet been solved, as well as those that have. We need a comprehensive, sweeping picture that captures the excitement and enthusiasm involved," Knight added (1981).

Mary Benedict, Indiana University, recognized research as a way to gain more respect from the academic community and as a way to help teachers. Perhaps significant research would lead to more tenure track

positions for those interested in scholastic journalism, she said (Benedict, 1986).

McPhillips (1987) said it is important for schools of journalism to recognize the need for legitimate research of scholastic journalism. She mentioned specifically that research might be useful to determine how journalism programs and school publications relate to school accreditation. "Research in many areas of scholastic journalism is vitally needed," she said (1987).

Rice (1989) looked at the low prestige perception of the Secondary Education Division by others in the academic community and said that certainly those involved in scholastic journalism at the college level could do the research and the same amount of creative work as others do in journalism departments. He also pointed to the fact that many already do.

The lecturers stressed several points. Seven of the lecturers talked about support for the advisers while six were concerned about recruitment for scholastic journalism programs. Seven spoke about the importance of teaching good language skills. Six speakers were deeply concerned about the need for scholarly research to form a good foundation and to boost prestige for scholastic journalism.

Have the lecturers left us with any hope for the future? Have the needs they discussed been met? They did leave some hope for the future and some sincere advice about coping with the contemporary situation.

THE FUTURE AND SOME TIMELY ADVICE

Prior to the 1980s, a review of the scholastic press publications will set forth the continuing, difficult world of the student journalists. Writers in earlier decades suggested the concern for censorship. Many suggested student journalists were only one story away from being shut down.

Knight spoke in 1981, long before scholastic journalism's *Hazelwood v. Kuhlmeier* case was decided by the Supreme Court in 1988. His question at the time was, "Can more pressure on school publications be far behind, despite *Tinker* (*Tinker v. Des Moines, 1969*) and all of the advances that have been made in student press rights?" His solution to such pressure is to do only first-class reporting (Knight, 1981).

Respect always comes from doing a better job than the competition. Reviews of the Newspaper Fund "These Caught Our Eyes," attest to the growing professional quality following the 1969 court case. But the job remains a challenge; student journalists will become no better than their teachers.

Each school community, each school district, reflects the tenure of the people living there. The lecturers pointed out the growing importance of scholastic journalism, but so did their predecessors through the years. But we are now including in our teacher education programs new research about social issues and social behavior. Subsequent teacher behavior demonstrated the inclusion of such information into the teaching process. "School publications are capable

of pinpointing and clarifying school problems and of offering solutions that at least can begin a community dialogue," Knight said (1981).

McPhillips concluded that the New York summit meeting she discussed in her lecture lacked dialogue. Information was shared and updated but there was little discussion, she said (1987). Lack of dialogue was not the issue, but concrete decisions which reflected upon the dialogue did not become too evident. Yet, historically, we find that each step forward through the decades shined well as a backdrop to the New York meeting. The promise for future accomplishments has now been set in motion.

Knight (1981) said the Commission of Inquiry into High School Journalism created some healthy dialogue of the problems of censorship in the high school press and on the lack of minority participation. Minority participation has grown in scholastic journalism, but still, in a larger sense, the limited involvement of minorities reflects on issues not unlike those in society. Yet the growing awareness and financial support of such programs by The Gannett Corporation and the Newspaper Fund, as well as the Poynter Institute, indicate leadership by Division members remains at the forefront of the issue.

We must remain constantly on guard not to lower our expectations of ourselves, the Division members' efforts, or to fail to prod the professional press with its continued support. Or education, as the case or community newspaper requires.

Another need to create a positive future in scholastic journalism is the further development and application of eth'cs. Much of our

research efforts in recent years, since 1969, or after 1988 with *Hazelwood*, indicate our keen pursuit of legal issues. Yet, on a parallel course needing attention, we have not produced as much work about ethics. Thomas Eveslage, Temple University, produced a fine publication several years ago to aid the study of ethics. We need to focus more attention on this important topic since the "outside world far too often believes the professional press does not always practice good ethical principles."

"All of us need restraint. We need to know the dangers inherent in the power of mass communications," Haddick (1979) said. "Total freedom would give an ultimate weapon to those whose goals are not acceptable to us."

"The great journalist of tomorrow will not be completely free. He will be bound by ethical and legal restraints that will protect our great profession from those who would turn it to their own ends," Haddick continued (1979).

"Scholastic journalism generally takes as a model the principles and practices of the professional press," Montgomery (1978) said. "A characteristic in the professional press is a growing concern for ethics."

A third important point made by several lecturers is the importance of dialogue on good citizenship. McPhillips said, "We work to see that students have an opportunity to learn about the rights and responsibilities of a free press, the right to choose a career in the field, if they so desire, and the right to decide for themselves. To

learn, to think, to make decisions, freedom in an open society--that's what it's all about" (McPhillips, 1987).

This Division's members took gigantic steps forward in the past 25 years leading the way to the "promised land" of the importance of the free press. Students, because of excellent efforts by the university journalism leaders, and by the secondary journalism teachers themselves, through their desire to aid themselves, discovered the importance of journalism as a career.

The Division has been aided by the constant flow of literature from its members to that audience through various scholastic state and regional press publications. Workshop speakers, represented by Division members, raised the issue of a career in the media. No doubt Watergate helped the movement in the middle 1970s, yet even that momentum slowed in the late 1980s.

Knowing where information about careers could be found, Division members shared important changes in the mass media world. Students were exposed to professional journalists through workshops, conferences, and conventions. Exchanging ideas about who to select to speak at these conferences became a by-product of the summer and midwinter meetings.

Benedict added more on citizenship. She said that neglected areas were current events and voter turnout. Educating Americans to practice intelligent citizenship is an important area due more media attention (Benedict, 1986).

Watchdogs of the Division and scholastic journalism in general reminded members of the continuing role the student journalists played

and practiced in their school communities. Uppermost in the dialogue was the increased emphasis on the role of the scholastic press. Division members remained aware that graphics by themselves did not tell the complete story about publication production. Content remained a constant goad to strengthen the role of the student journalist.

English (1975) asked where in the curriculum will the student encounter considerations that will enable him to develop reasonable attitudes and opinions? He suggested the student must establish mature interests and dependable systems of evaluation to face up to the needs of responsible citizenship that lie ahead.

English (1975) said we are just beginning to understand that journalism has a greater responsibility to the public than we formerly believed. "I believe journalism will embrace greater responsibilities in the interest and protection of its consumers," he said (1975).

Engel joined the citizenship discussion calling school boards and principals shortsighted for their inability to provide the curriculum that would teach young people how to develop an opinion and express that opinion without fear of censorship (1990). Young adults must have access to information and know how to use such skills if they are to become participating citizens at age 18, she continued.

Engel said, "My battleground for the past 15 years was to convince others that teachers and principals must be willing to take risks to provide such opportunities for students and that a high school newspaper that allows open and free discussion of important issues can be a positive reflection of the school" (1990).

Throughout the 1970s and 1980s, and to a larger extent, even the decades before, the cry of Division leaders was to create credibility in the scholastic journalism arena. This was accomplished by taking risks in discussing scholastic journalism and its importance in the school.

Various members were instrumental in writing for national publications outside the journalism field. The *Bulletin*, published by the National Association of Secondary School Principals, carried articles in the middle 1970s. An updated issue in the 1980s again refreshed the memory of the administrators.

Bringing administrators to midwinter meetings aided the cause of scholastic journalism. This decision was further expanded by the state and regional press associations. Dialogue remains important as noted by the recognition provided through the University of South Carolina's efforts with the Southern Interscholastic Press Association. This tale can be noted also among other Division members' efforts in numerous states.

The fourth point offered by the lecturers may be good advice. "Not taking ourselves too seriously," was mentioned by two speakers. Scroggins recognized the seriousness of our business, but suggested that we need to take time to enjoy our students and colleagues more and to have more fun and to see the humorous aspects of our work (1983).

Earlier, Montgomery (1978) spoke of an incident he saw at a football game at the University of South Carolina. He said this is how it appeared in *Editor and Publisher*:

"To one newsman, the presidential election campaign brought a moment of reflected glory.

"It came the day Roger Simon of the *Chicago Sun-Times* was selected to accompany President Ford to the 50-yard line at the Notre Dame--South Carolina football game. Explains Simon:

'The President of the United States and I walked across the Astroturf together. Fifty-six thousand, seven hundred and twenty-one people stood up to cheer.

'The President stopped. I stopped. He waved. I waved. He raised both hands above his head. I raised both arms above my head.'

"And then one of the President's aides touched Simon's arm and whispered: 'It is our belief that the crowd is here primarily for the President,' he said."

Montgomery continued, "I have known a lot of student editors. They have been a great group. Some of my happiest memories are associated with them. I hope that I can retain a sense of humor and also trust that I will always remember that 'the crowd is not here primarily for me.'"

So what positive results can come from good scholastic journalism programs? Scroggins answered: a steady stream of the best students in the state or area enrolling in one's institution; journalism educators have the ability to reward excellent work by high school advisers and students, through competition and awards; and the recognition that

higher education and secondary education can be mutually problem-solving and mutually supportive (1983).

In a brief summation, along with Scroggins' conclusion, we must remind ourselves that Division members:

1) took the lead in preparing teachers of journalism who achieved much during the past 25 years. A review of the Division roster will point to those who influenced many teachers to apply for grants, scholarships, to complete certification requirements or earn advanced degrees;

2) wrote extensively in various publications about scholastic journalism. Among those were the national scholastic press publications, but also state-wide publications. Additionally, they shared their insights with professional groups and professional organization publications, like the *School Board Journal* and the *Bulletin*;

3) remained on the cutting edges of computer instruction, graphic design principles and practices. Benedict wrote a publication about the rising role of computers in scholastic journalism. Others researched and wrote about other subjects and topics. Ingelhart discussed and wrote about press freedom and the law after stepping down as administrator at Ball State;

4) developed a stronger relationship with other divisions within AEJMC. Still we must strive for further achievement as researchers and sharers of information. Credibility as scholars among our academic colleagues will remain a constant challenge;

5) lead the fight for teacher certification and accreditation. Members studied the implications over the years as one state after another strengthened requirements. Yet the work remains a challenge because of budget cuts, lack of personnel to take the helm of scholastic journalism, or the lack of respect by communication leaders in many states;

6) improved the activities at summer workshops. Benz referred to the need for these in his lecture. A survey of the ads among scholastic press publications since his remarks will find more workshops, stronger workshops, and stronger teachers. The Division answered his challenge well!

7) studied ways to improve communication skills in word usage, sentence structure, facts, and as Haddick suggested, "But I know that we will survive and grow stronger. I know this because I have full confidence that you, the teachers of communication skills, will provide us with coming generations of word masters who will lead the world to a new and brighter day." We accepted that challenge by moving a midwinter meeting to the Poynter Institute and learned from Donald Murray and Roy Peter Clark about the teaching of writing.

Scroggins also suggested three things for the future: we should work smarter, not harder; the previously mentioned "don't take ourselves too seriously;" no one is indispensable and tomorrow will come.

"And having evaluated where we are, and having determined where we want to be, then with a single-minded purpose we can press ahead" (Scroggins, 1983).

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Notes

The speeches for Gretchen Kemp, 1977, and Robert Tottingham, 1984, are not included. Tottingham spoke on The readiness was all: Wisconsin's success story in Gainesville, Florida, but he could not find a copy of his speech. Kemp's speech could not be found among her papers left at Indiana University. I used personal notes from the lecture of Mary Benedict (1986).

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